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ABSTRACT

This book provides practical guidance concerning children with the neurological impairments of attention deficit disorder, Tourette syndrome, or obsessive-compulsive disorder. Section 1 focuses on helping those without neurological impairments understand these conditions. Topics covered include definitions, the deregulated arousal system, psychological consequences, and treatment (including school interventions). Section 2 is on effectively educating a child whose neurological impairments make traditional classroom techniques less effective. Topics covered are teacher and peer education, classroom modifications, academic interventions, pitfalls, and social skills. Section 3 discusses computer use, with subsections on the impact of computers on productivity and learning, types of programs most often used in schools, problem areas addressed by use of computer technology, and other concerns related to computer use. Section 4 addresses evaluation/assessment and lists tests for 12 areas. The Individualized Education Plan (IEP) is the subject of section 5. It considers the IEP's purpose, information included in the IEP, an IEP meeting checklist and tips for parents, guidelines for IEP annual goals/short-term objectives, testing modifications, and placement. Section 6 examines modifications for college admissions testing, including Scholastic Aptitude Testing and the American College Testing program. Section 7 summarizes the federal laws pertaining to students with disabilities, including the

Individuals with Disabilities Education Act, the Rehabilitation Act of 1973 (Section 504), and the Family Educational Rights and Privacy Act. Five appendices provide examples of educational strategies and work samples, lists of computer software packages by subject, relevant legal documents, a 43-item reading list, and a list of organizations. (DB)

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